



Ministry of Education and Science of Ukraine  
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Educational and Scientific Institute of Law

**5535 Methodical instructions**  
to practical classes  
from the course “**Contemporary Values of European  
Integration and International Commonwealth**”  
for students of specialty 081 "Law"  
for all forms of study

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## INTRODUCTION

An important part of the legal education of students of higher educational institutions is the study of the academic discipline "Contemporary Values of European Integration and International Commonwealth". At the current stage, the development of economic cooperation between states, the creation of international organizations with the aim of implementing certain economic, social and other tasks and goals, and achieving results, is becoming more and more widespread.

The country's solution to its economic and social issues, raising the standard of living and development is practically impossible without its participation in international cooperation between states, taking into account the world experience of other countries. Thus, the participation of the state in international cooperation, based on the contemporary Values of European Integration and International commonwealth, is quite important.

At the current stage, it is impossible even to imagine a full-fledged competent specialist in the field of law, economics, management, finance without an adequate level of knowledge of contemporary values of European Integration and international commonwealth.

For the purpose of qualitative study, as well as successful application by specialists in practice of contemporary values of international commonwealth, such an educational discipline as "Contemporary Values of European Integration and International Commonwealth" was created.

The purpose of studying the discipline "Contemporary Values of European Integration and International Commonwealth " at the university is the formation a general theoretical level among students in relation to their acquisition of systematic knowledge about the values of European integration and international commonwealth.

## **Topic 1. International law as a fundamental value of International Commonwealth Definition of public international law**

### **Guidelines**

When studying this topic, students should pay attention to the fact that modern international law is significantly different from the international law of previous historical stages of the development of society and constitutes an independent legal system, the peculiarity of which is that there is no specially formed body in the world for the adoption of norms of international law and that the recognition and application of norms of international law are related to the good will of the main subjects of international law and such categories as international ethics and morality.

It is necessary to take into account the fact that the norms of international law appeared long before the emergence of states and they were the appropriate mechanism for regulating relations between peoples and certain human communities.

This topic is extremely important for studying the main categories and concepts of modern international law, clarifying its universal significance as a reliable tool for regulating international relations. The importance of international law also lies in the fact that it is the legal mechanism for regulating international relations, gives them a legal color, excludes the use of force in resolving any conflicts or disputes, and is a guarantor of the stability and predictability of international relations and international security.

The sources of modern international law form the basis of its system, and therefore their classification and study will make it possible to find out the influence of specific sources on international relations and the development of the entire international legal system as a whole. Special attention when studying the sources of international law should be focused on the principles of international law and the decisions and recommendations of international organizations and international judicial bodies. In addition, it is necessary to pay attention to such types of sources of international law as scientific doctrines or scientific theories, since in the practice of international relations, subjects of international law are widely used in practice long before the entry into force of international

legal documents (conventions, pacts, agreements, etc.) and are guided by them in their activities.

The second important point that should be noted before studying the discipline is that public international law currently covers large and complex areas of international importance, including such traditional topics as the state, peace and security, the law of war, the law of international treaties, maritime law, diplomatic and consular law, air and space law, human rights, international economic law, etc.

### **Questions for self-control**

1. What is international law?
2. What relations are subject to international legal regulation?
3. What are the sources of international public law?
- 4 How does international public law differ from international private law?

### **Practical lesson 1**

#### **Plan**

1. Definition of international public law.
2. Origin and development of international public law.
3. Sources of international public law.
4. The relationship between international public law and national law.

### **Tasks for discussion:**

1. What is international law?
2. What is the difference between public international law and private international law?

### **Test tasks**

**1) The term “international law” was first used in ...**

- a) 1780
- b) 1656
- c) 1914
- d) 1840

**2) Philosopher, “father” of the term “international law”.**

- a) Francisco de Vitoria

- b) Johann Jakob Moser
- c) Jeremy Bentham
- d) Hugo Grotius

**3) What is not the public international law?**

- a) legal rules related to individuals and non-state entities as far as the rights and duties of these subjects are the concern of the international community
- b) legal rules related to those cases, within a particular legal system, in which foreign elements involve, raising questions as to the application of foreign law or the role of foreign courts
- c) legal rules of conduct which states feel themselves bound to observe in their relations with each others.
- d) legal rules related to the functioning of international organizations, their relations with each other and their relations with States and individuals

**4) A friendly gesture or courtesy exercised by one state toward another without constituting a legal obligation**

- a) International etiquette
- b) International mobility
- c) International comity
- d) International flexibility

**5) Legal framework composed of conventions, protocols, model laws, legal guides, uniform documents, case law, practice and custom, as well as other documents and instruments, which regulate relationships between individuals in an international context.**

- a) Law of Nations
- b) Public international law
- c) Private international law
- d) Transnational law

**6) Roman concept of “law of nations”, ancient prototype of modern international law.**

- a) jus positivum
- b) jus naturale



- c) jus gentium
- d) jus inter gentes

**7) Medieval state which was based on the claims to universal, superior authority of the Pope as the spiritual, and the Emperor as the temporal, head of Christian nations of Europe.**

- a) Francia
- b) Republic of Venice
- c) Holy Roman Empire
- d) Republic of Genoa

**8) Author of theory of sovereignty.**

- a) Samuel von Pufendorf
- b) Christian Wolff
- c) Jean Bodin
- d) Richard Zouche

**9) «Father of International Law».**

- a) Suarez
- b) Hugo Grotius
- c) Alberico Gentili
- d) Emerich de Vattel

**10) The author of the most important treatise concerning nature of international law in 17th century.**

- a) Hugo Grotius
- b) Richard Zouche
- c) Alberico Gentili
- d) Samuel von Pufendorf

**Link to the test in public access:**

<https://elearning.sumdu.edu.ua/works/9435/nodes/3442395#anchor3442395>

## **Topic 2. Actors of International Commonwealth**

### **Guidelines**

In the general classification of subjects of International Commonwealth, a special place is given to states. States are the main subject of international law, since, along with other features, each state itself determines the extent of its legal personality as a result of its sovereignty and, ultimately, it is the states that determine the legal personality of other subjects of international law.

Students should also study the variety of states that are subjects of international law and the peculiarities of their legal personality, in particular, such subjects as: federal states and confederations, city-states and state-like entities

As for the nations and peoples fighting for their independence, the peculiarity of the legal personality of these subjects is determined by the following factors: the presence of governing bodies, the recognition of their struggle as legitimate, and the support of their struggle by the international community. When studying the status of international organizations as actors of International Commonwealth, it is necessary to take into account the legal nature of the said subject, as well as the goals and functions for which they were created.

A feature of modern international relations is that, under certain conditions, legal entities and individuals can be considered as actors of International Commonwealth, which makes it necessary to study these conditions and the limits of international legal personality of these subjects of legal relations.

### **Questions for self-control**

- 1) Define the actors of International Commonwealth
- 2) What is included in the concept of international legal personality?
- 3) Why is the legal personality of international organizations limited?

### **Practical lesson 2**

#### **Plan**

1. Actors of International Commonwealth: definition and classification.
2. States as actors of International Commonwealth.

### 3. Non-state as actors of International Commonwealth.

#### **Tasks for discussion and discussion:**

- 1) What is the classification of subjects of international law?
- 2) What is a simple independent state? Give an example
- 3) What is a federation? Give an example

#### **Test tasks**

#### **1) Capable of possessing international rights and obligations and having the capacity to take certain types of action on the international level.**

- a) International law actor
- b) International legal personality
- c) International law subject
- d) International law person

#### **2) What does the international legal delictual capacity mean?**

- a) capacity to take certain types of action on the international level
- b) capacity to be responsible for violation of international law rules
- c) capacity of possessing international rights and obligations
- d) capacity of international law-making

#### **3) What does the capacity of international law-making mean?**

- a) capacity to create international legal rules
- b) capacity to take certain types of action according to international legal rules
- c) capacity of possessing international rights and obligations
- d) capacity to implement independently international legal rules

#### **4) Original and major international law actors are:**

- a) Intergovernmental organizations
- b) Non-governmental organizations
- c) Nations
- d) States

- 5) An association of states, established by a treaty between two or more states**
- a) Intergovernmental organization
  - b) Condominium
  - c) Co-imperium
  - d) Real union
- 6) World Trade Organization is the ...**
- a) Personal union
  - b) Intergovernmental organization
  - c) Non-governmental organization
  - d) Real union
- 7) Actors in international law history which were formed when two or more states had the same Head of State whilst remaining separate states with distinct international personalities.**
- a) Co-imperium
  - b) Condominium
  - c) Real unions
  - d) Personal unions
- 8) Actors in international law history when two or more states shared one or more state organs**
- a) Real unions
  - b) Personal unions
  - c) Condominiu
  - d) Co-imperium
- 9) States as international law actors which enjoy international personality but have surrendered their competence to another state**
- a) Vassals
  - b) Condominium
  - c) Suzerains
  - d) Protected states

## **10) Situation when two or more states exercise joint sovereignty over the same territory**

- a) Protected states
- b) Co-imperium
- c) Suzerains
- d) Condominium

### **Link to the test in public access:**

<https://elearning.sumdu.edu.ua/works/9435/nodes/3442376#anchor3442376>

## **Topic 3 Treaties as an instrument for fixing contemporary values of International Commonwealth**

### **Guidelines**

When studying this topic, it is necessary to take into account the fact that any relations between actors of International Commonwealth are carried out through international treaties, therefore, an international treaty is, firstly, the legal basis of relations between subjects, and secondly, an international agreement is an official document that records the mutual rights and obligations of subjects, thirdly, an international treaty is the most important source of international law and, ultimately, along with others, it is one of the most important mechanisms for creating legal norms. The mentioned points objectively determined the adoption by the international community of a number of codification acts, among which the leading place is occupied by the Vienna Convention on the Law of International Treaties of 1969.

### **Questions for self-control**

1. Define the law of international treaties.
2. What are the types of international agreements?
3. What is the structure of an international agreement?
4. What are the main stages of concluding international agreements?

## **Practical lesson 3**

### **Plan**

1. Definition of the contract.
2. Conclusion of contracts.
3. Entry into force, registration and storage of contracts.
4. Observance and application of contracts.
5. Interpretation of contracts.
6. Termination and suspension of contracts.
7. Invalidity of contracts.

### **Tasks for discussion:**

- 1) What is an international agreement?
- 2) What are the 3 main sources of international treaty law?
- 3) What is the category of international agreements?

### **Test tasks**

**1) The date of conclusion of Vienna Convention on the Law of Treaties is**

- a) 1978
- b) 1986
- c) 1969
- d) 1934

**2) The date of conclusion of Vienna Convention on Succession of States in respect of Treaties is**

- a) 1934
- b) 1969
- c) 1978
- d) 1986

**3) The date of conclusion of Vienna Convention on the Law of Treaties between States and International Organizations or between International Organizations**

- a) 1934
- b) 1986
- c) 1969

d) 1978

**4) Treaties only between two parties**

- a) Bilateral treaties
- b) Plurilateral treaties
- c) Regional treaties
- d) Local treaties

**5) Verbal international agreement**

- a) Gentleman's treaty
- b) Lord's treaty
- c) King's treaty
- d) Monarch's treaty

**6) Treaties which are the closest to overall world participation of States**

- a) Plurilateral agreements
- b) Universal agreements
- c) Regional agreements
- d) Local agreements

**7) Quasi-regional agreements, agreements with limited participation of international law actors (mainly states)**

- a) Universal agreements
- b) Plurilateral agreements
- c) Regional agreements
- d) Local agreements

**8) Multilateral agreement concluded by States of a certain geographical area**

- a) Plurilateral agreements
- b) Regional agreements
- c) Universal agreements
- d) Local agreements

**9) Multinational agreements between quite a lot of states**

- a) Universal agreements
- b) Regional agreements
- c) Plurilateral agreements
- d) Local agreements

**10) Agreements which do not contain any special rules for accession of new participants**

- a) Opened treaties
- b) Half-closed treaties
- c) Closed treaties
- d) Half-opened treaties

**Link to the test in public access:**

<https://elearning.sumdu.edu.ua/works/9435/nodes/3442417#anchor3442417>

**Topic 4. Peaceful settlement of disputes within the International Commonwealth**

**Guidelines**

When studying this topic, students need to take into account that peaceful means are the only legitimate way to resolve disputes and disagreements between states. Direct negotiations and consultations, including at the highest level, are the main means of resolving international disputes.

When studying this topic, students should also consider that methods of peaceful settlement of disputes are divided into three categories: diplomatic, judicial and institutional methods. Diplomatic methods involve attempts to settle disputes either by the parties themselves or with the help of other entities. Judicial methods provide for the resolution of disputes by courts and arbitrations. Institutional methods involve recourse to either universal or regional organizations for dispute resolution.

**Questions for self-control**

1. What is an international dispute?



2. What are the main sources of peaceful means of resolving international disputes?
3. What is the negotiation?
4. What is good service and mediation?

### **Practical lesson 4**

#### **Plan**

1. International dispute settlement law: past and present.
2. Diplomatic methods of dispute resolution.
3. Judicial dispute resolution methods.
4. Institutional dispute resolution methods.

#### **Tasks for discussion:**

1. What is an international dispute?
2. What is the negotiation?
3. What is good service and mediation? ?

#### **Test tasks**

### **1. The date of conclusion of General Act for the Pacific Settlement of Disputes is**

- a)1957
- b)1899
- c)1928
- d) 1907

### **2.The date of conclusion of European Convention for the Peaceful Settlement of Disputes is**

- a)1971
- b)1945
- c)1964
- d)1957

### **3.The date of conclusion of American Treaty on Pacific Settlement is**

- a)1964
- b)1933
- c)1948

d)1951

**4. The date of conclusion of Protocol of the Commission of Mediation and Arbitration of the Organization of African Unity is**

a)1964

b)2004

c)1974

d)1954

**5. The date of conclusion of the Charter of the United Nations is**

a)1943

b)1946

c)1944

d)1945

**6. The oldest and the most common diplomatic method of dispute settlement which consists of discussions between the concerned parties with a view to understand the opposing positions and opinions and reconcile the differences.**

a)Negotiation

b)Mediation

c)Conciliation

d)Enquiry

**7. The adjudicative method of disputes settlement.**

a)Mediation

b)Judicial settlement

c)Conciliation

d)Enquiry

**8. The adjudicative method of disputes settlement.**

a)Consultation

b)Arbitration

c)Good offices

d)Peaceful settlement of dispute by the United Nations

**9. The method of disputes settlement under which fact-finding commissions have been set up for the task of reporting to the parties concerned on the disputed facts.**

- a)Consultation
- b)Enquiry
- c)Mediation
- d)Good offices

**10. The disputes settlement method which is aimed to produce an impartial finding of disputed facts and thus to prepare the way for settlement of dispute by other peaceful methods.**

- a)Mediation
- b)Consultation
- c)Enquiry
- d)Good offices

**Link to the test in public access:**

<https://elearning.sumdu.edu.ua/works/9435/nodes/3442438#anchor3442438>

## **Topic 5. Responsibility within the International Commonwealth**

### **Guidelines**

When studying this topic, students should pay attention to the fact that the institution of international legal responsibility acquired a legal status and a real content with the formation of the United Nations and the recognition by the international community of the principles of international law as norms of an imperative nature. Therefore, when studying the topic, special attention should be paid to the essence of international responsibility, the classification of types of international offenses and directly the types of international legal responsibility, first of all, of subjects of international economic law - states and international

organizations. In the course of studying the topic, the main attention should be paid to the features of international responsibility and the consequences they generate. Since the main subject of international responsibility is the state, it is necessary to pay attention to the circumstances that exclude their responsibility.

When studying this topic, students should also take into account that international legal sanctions mainly include coercive measures applied by international organizations or states to states that have committed international crimes.

### **Questions for self-control**

1. What is international legal responsibility?
2. What are the types and forms of international responsibility?
3. What are international legal sanctions?

### **Practical lesson 5**

#### **Plan**

1. The basis and nature of responsibility under international economic law.
2. Legal consequences of liability under international economic law.
3. Implementation of responsibility under international economic law.

### **Tasks for discussion:**

- 1) What is responsibility in international economic law?
- 2) What three elements form the basis of state responsibility?
- 3) What is the retort in international law?

### **Test tasks**

#### **1) Non-existent concept on the essence of responsibility under international law.**

- a) international responsibility as negative consequences on wrongdoing international law actor
- b) international responsibility as the procedure of sanctions
- c) international responsibility as the conviction or negative attitude to wrongdoing international law actor
- d) international responsibility as international relations

- 2) The date of conclusion of “Articles on Responsibility of States for Internationally Wrongful Acts” is.**
- a) 2007
  - b) 2014
  - c) 2001
  - d) 2011
- 3)The date of conclusion of “Articles on Responsibility of International Organizations for internationally wrongful acts” is**
- a) 2001
  - b) 2011
  - c) 2007
  - d) 2014
- 4)The draft of “Articles on Responsibility of International Organizations for internationally wrongful acts” was adopted by ...**
- a) UN General Assembly
  - b) International Law Association
  - c) International Law Institute
  - d) International Law Commission
- 5) The draft of “Articles on Responsibility of States for Internationally Wrongful Acts” was adopted by ...**
- a) International Law Commission
  - b) UN General Assembly
  - c) International Law Association
  - d) International Law Institute
- 6) The non-existent element of responsibility under international law**
- a) conviction of a wrongful act or the omission of an act
  - b) occurrence of a wrongful act or the omission of an act
  - c) loss or damage as a result from wrongful act or omission an act
  - d) existence of an international legal obligation in force
- 7) What are the forms of political responsibility in international law:**
- a) restoration, satisfaction;

- b) restitution, substitution;
- c) post-war occupation; international court;
- d) all of the above answers

**8) Who is the main subject of international legal responsibility:**

- a) people;
- b) state;
- c) international organization;
- d) natural person

**9) What does reparation mean?**

- a) The wrongdoing international law actor has to re-establish the situation that existed before the committing of the wrongful act
- b) The Wrongdoing international law actor is under a duty to correct internationally wrongful act
- c) It is a payment of monetary damages to one whose rights have been violated by a breach of international law
- d) It is a remedy which is appropriate in cases of moral damage and non-monetary compensation

**10) What does the restitution in kind mean?**

- a) The wrongdoing international law actor is under a duty to remedy internationally wrongful act
- b) It is a remedy which is appropriate in cases of moral damage and non-monetary compensation
- c) It is a payment of monetary damages to one whose rights have been violated by a breach of international law
- d) The wrongdoing international law actor has to re-establish the situation that existed before the committing of the wrongful act

**Link to the test in public access:**

<https://elearning.sumdu.edu.ua/works/9435/nodes/3442457#anchor3442457>

## **Topic 6. United Nations as a creator and transmitter of the International Commonwealth values**

### **Guidelines**

When studying this topic, students should pay attention to the fact that the United Nations (UN) is an international organization. It is a global association of governments facilitating cooperation in international law, international security, economic development, and social progress. It was founded in 1945 by 51 states, replacing the League of Nations; as of 2022 it consists of 193 member states. The creation of the United Nations Organization represents the second major effort (the creation of the League of Nations was the first effort) in the twentieth century for the purpose of maintaining international peace and security through a general international organization of states.

### **Questions for self-control**

- 1) Describe the legal status of the UN Security Council.
- 2) Describe the legal status of the General Assembly UN.
- 3) What are the special agencies of the UN?

### **Practical lesson 6**

#### **Plan**

1. Genesis of the United Nations.
2. Nature of the United Nations.
3. Charter of the United Nations.
4. Purposes and Principles of the United Nations.
5. Membership of the United Nations.
6. Value-based structure of the United Nations.

### **Tasks for discussion:**

- 1) When the UN was founded ?
- 2) What are the goals and functions of the UN?
- 3) Which countrys has veto power in UN Security Council?

### **Test tasks**

**1) United Nations was founded in ...**

- a)1946
- b)1919
- c)1944
- d)1945

**2) Charter of the United Nations was signed at ...**

- a)Moscow
- b)London
- c)Paris
- d)San Francisco

**3) What is the main purpose of the United Nations?**

- a)To maintain international peace and security.
- b)To cooperate in solving international economic, social, cultural and humanitarian problems and in promoting respect for human rights and fundamental freedoms.
- c)To develop friendly relations among nations based on respect for the principle of equal rights and self-determination of peoples.
- d)All the mentioned purposes have equal value.

**4) United Nations belongs to ...**

- a)Opened organizations.
- b)Half-closed organizations.
- c)Closed treaties organizations.
- d)Half-opened organizations.

**5) How many states does the UN consist with?**

- a)51
- b)84
- c)126
- d)193

**6) The main deliberative organ of the UN.**



- a) Security Council.
- b) International Court of Justice.
- c) Economic and Social Council.
- d) General Assembly.

**7) This UN organ has the competence to consider and approve the United Nations budget and to apportion the contributions among members.**

- a) Security Council.
- b) Economic and Social Council.
- c) International Court of Justice.
- d) General Assembly.

**8) Issues covered by the Second Committee of the General Assembly.**

- a) Social, humanitarian and cultural issues.
- b) Special political and decolonization issues.
- c) Administrative and budgetary issues.
- d) Economic and financial issues.

**9) Issues covered by the Third Committee of the General Assembly.**

- a) Administrative and budgetary issues.
- b) Legal issues.
- c) Special political and decolonization issues.
- d) Social, humanitarian and cultural issues.

**10) This UN organ has primary responsibility for the maintenance of international peace.**

- a) Economic and Social Council.
- b) General Assembly.
- c) International Court of Justice.
- d) Security Council.

**Link to the test in public access:**

<https://elearning.sumdu.edu.ua/works/9435/nodes/3442479#anchor344247>

## **Topic 7. Europe and European Values**

### **Guidelines**

When studying this topic, students should pay attention to the fact that European civilization realized itself as a cultural and historical entity for thirteen centuries in opposition to the East. European identity became an expanding concept: from the core of civilization, formed in the triangle between Paris, Rome, and Barcelona.

Today, the values which European society is based on respect for the freedom and fundamental rights of the individual. The basis of freedom since antiquity was private property, especially land ownership. The idea private property has become one of the most important social values for Europe, the core of the social economic structure of European civilization.

The basis of freedom since antiquity was private property, especially land ownership. The idea of private property has become one of the most important social values for Europe, the core of the socio-economic structure of European civilization. Private property was still protected by Roman law. Then it became the source of all subsequent development of European legal norms. The rules of Roman law began to penetrate European life, beginning with the XIII century. They soon became the ideal of the rule of law. Roman law and then the Napoleonic Code became the basis of the legal systems of Western countries in modern times.

From antiquity, European civilization inherited the traditions of civil society. In the VII-VI century BC, communities of free owners throughout Greece proclaimed and enshrined in written "constitution" sovereignty over their territories and introduced the equality of citizens before the law. Thus, in the historic arena, civil society emerged.

*European values* are universal principles and norms of human life, society, and the state. It is important that there is respect for and promotion of these values in European life.

### **Questions for self-control**

- 1) Where does European civilization come from?
- 2) When did the origin of modern Europe begin?

- 3) What European values do you know?
- 4) Who was the founding father of the European Union?

### **Practical lesson 7**

#### **Plan**

1. Europe: the dimension of civilization. Borders of Europe.
2. Historical development of countries on the territory of Europe.
3. European values: formation and significance.
4. Origin and development of ideas of European integration.
5. History of creation and general characteristics of the European Union.

#### **Tasks for discussion:**

- 1) What are the Europeans values?
- 2) Who proposed the creation of the United States of Europe?
- 3) What are the main treaties that European integration is based on?

#### **Test tasks**

##### **1) European civilization comes from :**

- a) Ancient Greece;
- b) Ancient Egypt;
- c) Ancient Persia;
- d) Ancient India

##### **2) Antiquity in Europe is divided into two periods and two cultures:**

- a) Ancient Greece and Ancient Rome.
- b) Ancient Egypt and Ancient India.
- c) Sumerian civilization and Assyria.
- d) Ancient Crete and the Hittites civilization.

##### **3) Which city was the ancient capital of the Roman Empire?:**

- a) Rome.
- b) Athens.
- c) Palermo.
- d) Thebes.

- 4) What was the name of the second stage in the history of Europe after Rome had been captured by the barbarians?**
- a) the Middle Ages.
  - b) Renaissance.
  - c) Enlightenment.
  - d) Modern times.
- 5) What played an important role in Europe in the Middle Ages?**
- a) the church and the spread of Christianity.
  - b) cattle breeding.
  - c) agriculture.
  - d) architecture.
- 6) The religious roots of most European peoples are:**
- a) Christianity.
  - b) Buddhism.
  - c) Islam.
  - d) Judaism.
- 7) When did the origin of modern Europe begin?**
- a) the great French revolution in May 1789.
  - b) the revolution in Sicily in January 1848.
  - c) the revolution in Germany in November 1918.
  - d) the revolution in Moldavia in 1848.
- 8) European values are based on:**
- a) respect for fundamental human rights.
  - b) the rule of law.
  - c) democracy.
  - d) all of the above answers.
- 9) Who proposed the creation of the United States of Europe?**
- a) Winston Churchill.
  - b) Robert Schumann.
  - c) Jean Monnet.
  - d) Franklin Roosevelt.

## **10) When was the Council of Europe founded?**

- a) in 1949.
- b) in 1946.
- c) in 1950.
- d) in 1953.

### **Link to the test in public access:**

<https://elearning.sumdu.edu.ua/works/9435/nodes/3461981#anchor3461981>

## **Topic 8. Nature and goals of the European Union**

### **Guidelines**

When studying this topic, students should pay attention to the fact that the EU is not a state, though it has some statelike attributes; it is not an empire, though it includes many former European imperial powers; and it is not a federation, though Euro-federalists seek to make it one. Some researchers argue that the EU is a confederation with consociational characteristics in its decision-making styles. There are many debates about EU nature in scient and political circles. But, how is the EU different from what a state is?

The big difference is that the European Union does not have the power of coercion through police and security forces. This power still belongs to the individual member states. In other words, the EU relies on its member states to enforce the regulations and policies made by the EU. In this way, the European Union is much more decentralized than a typical state: instead of having all power concentrated on one single authority, power in the EU is spread to other parties, such as the individual nation-states.

Hence, the EU is a unique political system. It is not a state, but its power also distinguishes the EU from other intergovernmental organizations. EU often is defined as a supranational organization. It is different from a superstate or a federation.

### **Questions for self-control**

- 1) What is European Union?

- 2) What are the main goals of the EU?
- 3) What are the main sources of the EU law?
- 4) What are the principles of the EU?

## **Practical lesson 8**

### Plan

1. The nature of the European Union.
2. The goals of the EU.
3. EU law: sources and principles.
4. Fundamental EU Treaties.
5. EU institutions.
6. EU citizenship.
7. European single market.

### **Tasks for discussion:**

- 1) What European values do you know?
- 2) Who proposed the creation of the United States of Europe?
- 3) When was the Council of Europe founded?
- 4) Who was the founding father of the European Union?

### **Test tasks**

**1) How many member states are there in the Council of Europe ?:**

- a) 47
- b) 49
- c) 50
- d) 57

**2) The founding father of the European Union was:**

- a) Jean Monnet.
- b) Franklin Roosevelt.
- c) Margaret Thatcher.
- d) Henry Ford.

**3) The European Union is:**

- a) the unification of European states participating in economic and political integration.

- b) international organization.
- c) the state.
- d) empire.

**4) What are the main goals of the EU?**

- a) promoting peace.
- b) promoting European values.
- c) the well-being of the Union's population.
- d) all of the above answers.

**5) The currency of the European Union is:**

- a) Euro.
- b) Dollar.
- c) Pound sterling.
- d) Deutsche Mark.

**6) The main sources of EU primary law are:**

- a) the Treaty on the EU.
- b) Treaty on the functioning of the EU.
- c) Treaty on the European Atomic Energy Community (Euratom).
- d) all of the above answers.

**7) The main principles of the EU are:**

- a) respect for human dignity.
- b) freedom and democracy.
- c) the rule of law.
- d) all of the above answers.

**8) Treaty on European Union (Maastricht Treaty) was signed in :**

- a) 1992
- b) 1994
- c) 1986
- d) 2001

**9) The EU Institute is:**

- a) European Parliament.

- b) European Council.
- c) the Court of Justice of the European Union.
- d) all of the above answers.

**10) The common market of the steel and coal industry was established in:**

- a) 1951
- b) 1957
- c) 1967

**Link to the test in public access:**

<https://elearning.sumdu.edu.ua/works/9435/nodes/3461996#anchor3461996>

## **Topic 9. Human Rights as a Value of the European Union**

### **Guidelines**

When studying this topic, students should pay attention to the fact that the human rights are a special sort of inalienable moral entitlement. They attach to all persons equally, by virtue of their humanity, irrespective of race, nationality, or membership of any particular social group. Human rights belong to an individual as a consequence of being human. The term came into wide use after World War II, replacing the earlier phrase "natural rights," which had been associated with the theory of natural law since the end of the Middle Ages. As understood today, human rights refer to a wide variety of values and capabilities reflecting the diversity of human circumstances and history. They are conceived of as universality of human rights is controversial, applying to all human beings everywhere, and as fundamental, referring to essential or basic human needs.

The concept of human rights is based on the belief that every human being is entitled to enjoy her/his rights without discrimination.

*Human rights* are universal rights and freedoms for all people regardless of the social system, political regime, a form of state structure and rule, or international status of the country of which the person is a citizen. Questions of human rights, fundamental freedoms, democracy,



and rule of law are of an international nature since their observation is one of the foundations of world order. The most important universal human values are reflected in human rights, which each individual should possess no matter who he is and where he lives. They are universal, that is, they are the property of each and everyone (the international community recognizes rights for all people), indivisible, interdependent, and interrelated.

### **Questions for self-control**

1. What are human rights?
2. What basic human rights do you know?
3. What is the most important human rights document?

### **Practical lesson 9**

#### **Plan**

1. Concept of Human Rights.
2. The Idea of Human Rights: Historical Development.
3. Classification of Human Rights.
4. The promotion and protection of human rights as a priority for the European Union.
5. The Charter of Fundamental Rights of the European Union.
6. Fundamental Rights Agency.

### **Practical case**

In Magdeburg, to disperse of anti-war demonstrations, the police used water cannons, tear gas, batons. 134 people were injured. What right of citizens have been violated? Which article of the European Convention for the Protection of Human Rights and Fundamental Freedoms has been violated?

### **Test tasks**

- 1) When was the Universal Declaration of human rights adopted?**
  - a) in 1948
  - b) in 1957
  - b) in 1966

r) in 1993

**2) When was the European Social Charter adopted?:**

- a) in 1961
- b) in 1967
- c) in 1970
- d) in 1986

**3) The European Court of Human Rights is located in:**

- a) Strasbourg (France).
- b) Brussels (Belgium).
- c) London (UK).
- d) Berlin (FRG).

**4) The International Charter of Human Rights includes:**

- a) Universal Declaration of Human Rights (1948) and International Covenant on Economic, Social and Cultural Rights (1966)
- b) International Convention on the Elimination of All Forms of Racial Discrimination (1966)
- c) Final Act of the Conference on Security and Cooperation in Europe (1975)
- d) Convention on the Rights of the Child (1989)

**5) Which article of the European Convention on Human Rights protects freedom of thought, conscience and religion?**

- a) article 9
- b) article 10
- c) article 14
- d) article 16

**6) Which organization belongs to the regional international organization in the field of human rights protection?**

- a) UNESCO
- b) UN
- c) International Court of Justice
- d) European Court of Human Rights

**7) Which article of the Universal Declaration of Human Rights contains the words “everyone has the right to life, liberty and personal inviolability”?**

- a) article 3
- b) article 4
- c) article 5
- d) article 6

**8) When was the International Convent on Civil and Political Rights adopted?**

- a) in 1966
- b) in 1968
- c) in 1969
- d) in 1970

**9) What are the personal (civil) rights and freedoms ?:**

- a) the right to education.
- b) the right to participate in political movements and parties.
- c) the right to work.
- d) the right to life .

**10) The body established by the European Convention for the Protection of Human Rights and Fundamental Freedoms is:**

- a) European Tribunal for Human Rights.
- b) European Assembly for Human Rights.
- c) European Court of Human Rights.
- d) European Commission of Human Rights.

**Link to the test in public access:**

## **Topic 10. Human Rights under EU Law**

### **Guidelines**

When studying this topic, students should pay attention to the fact that promotion and protection of human rights is a priority for the European Union, both within the EU and in relations with third countries.

Human rights are one of the fundamental values of the European Union, which is clearly traced in the EU treaties. In particular, the Preamble to the Treaty on European Union confirms the attachment of Member States to the principles of liberty, democracy, and respect for human rights and fundamental freedoms and of the rule of law, and in particular, the attachment to fundamental social rights as defined in the European Social Charter signed at Turin on 18 October 1961 and in the 1989 Community Charter of the Fundamental Social Rights of Workers

Article 2 TEU states that human rights, along with dignity, freedom, equality, and the rule of law, are the values on which the Union is founded.

In accordance with Article 3 TEU, the Union aims to support the protection of human rights, including the rights of the child.

Article 21 TEU also contains a reference to human rights: “In its action in the international arena, the Union shall be guided by the principles of democracy, the rule of law and the indivisibility of human rights and fundamental freedoms, respect for human dignity, the principles of equality and solidarity, and respect for the principles of the UN Charter and international law.

### **Questions for self-control**

1. What is the most important human rights document?
2. What are the first second and third generation human rights?
3. When was the EU Charter on fundamental rights?

## **Practical lesson 10**

### **Plan**

- 1.The Idea of Human Rights: Historical Development in the EU.
- 2.The EU Human Rights Policy.
- 3.EU Institutions and Bodies Working to Protect Human Rights.

### **Practical case**

When the three men were arrested, it turned out that they had difficulties in obtaining the protection of lawyers. When the lawyers came to the meeting, they were not allowed to see the detainees. What right of those arrested people has been violated? Which article of the EU Charter of Fundamental Rights has been violated?

### **Test tasks**

#### **1) When was the EU Charter of Fundamental Rights signed ?:**

- a) in 2000
- b) in 2015
- c) in 2010
- d) in 2007

#### **2) The Charter of Fundamental Rights of the European Union is:**

- a) the primary source of law.
- b) a secondary source of law.
- c) an additional source of law.
- d) is not a source of law.

#### **3) A special characteristic of a democratic state is:**

- a) political pluralism.
- b) the presence of a management apparatus.
- c) well-coordinated work of state bodies.
- d) absence of corruption in power structures.

#### **4) How does the EU Charter of Fundamental Rights regulate forced labor?**

- a) prohibits.
- b) allows.

- c) does not contain rules for the use of forced labor.
- d) refers the issue to the competence of the European Commission.

**5) The European Convention for the Protection of Human Rights of 1950 is:**

- a) is applied in Ukraine.
- b) is not applied in Ukraine.
- c) signed but not ratified by Ukraine.
- d) partially applied in Ukraine.

**6) Which article of the European Convention on Human Rights prohibits discrimination?**

- a) article 14
- b) article 15
- c) article 16
- d) article 17

**7) Who is the EU Charter of Fundamental Rights addressed to?**

- a) member States and EU institutions.
- b) to all states of Europe.
- c) to all states of the world.
- d) to all member states of the Council of Europe.

**8) Which article of the EU Charter of Fundamental Rights provides an independent right to the effective judicial protection and contains principles relating to the faire trial?:**

- a) article 47
- b) article 48
- b) article 49
- c) article 50

**9) The first members of the European Community (founding states) were:**

- a) France, Germany, Italy, Belgium, the Netherlands, Luxembourg.
- b) Belgium, Netherlands, Luxembourg.
- c) France, Great Britain, Italy, Luxembourg, Belgium, Netherlands,

Sweden, Finland and Norway.

d) France, Germany, Switzerland, Belgium, Netherlands, Luxembourg.

**10) How many states are the members of the European Union ?:**

a) 27

b) 25

c) 23

d) 21

**Link to the test in public access:**

<https://elearning.sumdu.edu.ua/works/9435/nodes/3462128#anchor3462128>

## **Topic 11. The Rule of Law as a value of the EU**

### **Guidelines**

When studying this topic, students should pay attention to the fact the rule of law implies that every person is subject to the law, including persons who are lawmakers, law enforcement officials, and judges. In this sense, it stands in contrast to tyranny or oligarchy, where the rulers are held above the law.

Lack of the rule of law can be found in both democracies and monarchies when there is neglect or ignorance of the law. The rule of law is more apt to decay if a government has insufficient corrective mechanisms for restoring it. Additionally, this will allow for the breeding of corruption, making it even more difficult to restore it as time goes on and corruption embeds itself deeper into the governmental systems.

The rule of law is one of the fundamental values of the Union, enshrined in Article 2 of the Treaty on European Union. It is also a prerequisite for the protection of all the other fundamental values of the Union, including fundamental rights and democracy. Respect for the rule of law is essential for the very functioning of the EU: for the effective application of EU law, for the proper functioning of the internal market, for maintaining an investment-friendly environment, and for mutual trust. The core of the rule of law is effective judicial protection, which requires the independence, quality, and efficiency of national justice systems.

## Questions for self-control

1. What is the rule of law in the EU?
2. What is an example of EU law?
3. Which article of the European Convention on Human Rights prohibits discrimination?

## Practical lesson 11

### Plan

1. The Rule of Law.
2. Principles of the Rule of Law.
3. Non-discrimination in international law.
4. European non-discrimination law.
5. Scope of guarantees.
6. Elements of discrimination.
7. Other types of discrimination.

## Practical case

A woman and a man do the same job. They are of the same age, have the same work experience and qualifications. The woman receives a lower salary than her male colleague. Is there any discrimination here? Which article of the EU Charter of Fundamental Rights has been violated?

## Test tasks

### 1) What is not the fundamental value of the Charter of Fundamental Rights and Freedoms?

- a) happiness.
- b) dignity.
- c) equality.
- d) solidarity.

### 2) The people are the source of power in society. This is typical for:

- a) democracy.
- b) totalitarianism.
- c) authoritarianism.



d) anarchy.

**3) An independent judiciary is characteristic of:**

- a) democracy.
- b) totalitarianism.
- c) authoritarianism.
- d) anarchy.

**4) The term does not apply to democracy:**

- a) economic control.
- b) the people as a source of power.
- c) publicity.
- d) multi-party system.

**5) The human right to freedom of expression is:**

- a) freedom of speech.
- b) freedom of conscience.
- c) freedom of creativity.
- d) freedom of opinion.

**6) Political pluralism is characteristic for:**

- a) democracy.
- b) authoritarianism.
- d) totalitarianism.
- e) anarchy.

**7) Tolerance is:**

- a) tolerance for other views, morals, habits.
- b) equality before the law.
- c) unity of interests, tasks and mutual understanding.
- d) the presence of equal opportunities.

**8) The EU Charter of Fundamental Rights and Freedoms in Article 10 defines that “everyone has the right to freedom of thought, conscience and religion”. This right includes:**

- a) freedom to change your religion or belief.

- b) practice your religion.
- c) to carry out religious rites.
- d) all of the above answers.

**9) The Charter of Fundamental Rights and Freedoms of the EU in Article 21 prohibits any discrimination on any of the grounds such as:**

- a) gender.
- b) race.
- c) social origin.
- d) all of the above answers.

**10) A group of rights that relate to natural human rights:**

- a) personal rights.
- b) political rights.
- c) economic rights.
- d) social rights.

**Link to the test in public access:**

<https://elearning.sumdu.edu.ua/works/9435/nodes/3462143#anchor3462143>

## **Topic 12. Human dignity as a value of the EU**

### **Guidelines**

When studying this topic, students should pay attention to the fact the EU Charter promised to be "the most modern, sophisticated and comprehensive legally binding fundamental rights instrument". Its political potential was evident a decade before it became legally binding. When it was proclaimed in December 2000, the then President of the European Council, Jacques Chirac, said that this text had 'major political importance and its full significance will become apparent in the future". Building on the European Convention on Human Rights (ECHR), the constitutional traditions of the EU Member States, and other international conventions it also elevates and recognizes new rights, freedoms, and

principles.

Significantly, in its first article, the EU Charter guarantees the right to human dignity, which "is inviolable and must be respected and protected".

International law recognizes human dignity as the foundation of human rights and their universality. It receives attention, recognition, and protection in all prominent human rights agreements.

### **Questions for self-control**

1. What is human dignity as a value?
2. What are 3 main values of the EU?
3. What is the right to dignity EU?
4. What is the importance of human dignity?

### **Practical lesson 12**

#### **Plan**

1. Human dignity as a value of the EU.
2. Human dignity in European Court of Human Rights case-law.
3. Human Dignity in legislation and case-law of European Union.
4. The concept of dignity in the constitutional law.

### **Practical case**

In Hungary, people who wanted to join the Falun Gong religious movement were prohibited from meeting. Is there any discrimination here? Which article of the EU Charter of Fundamental Rights has been violated?

### **Test tasks**

**1) Which article of the European Convention on Human Rights indicates that human dignity is inviolable.**

- a) article 1
- b) article 2
- c) article 3
- d) article 4

**2) Which article of the European Convention on Human Rights states**

**that everyone has the right to life?**

- a) article 1
- b) article 2
- c) article 3
- d) article 4

**3) The most significant act that protects human dignity in Europe is:**

- a) Convention for the Protection of Human Rights and Fundamental Freedoms.
- b) Universal Declaration of Human Rights.
- c) Treaty on European Union.
- d) International Covenant on Civil and Political Rights.

**4) The body formed on the basis of the European Convention for the Protection of Human Rights and Fundamental Freedoms is:**

- a) European Tribunal for Human Rights.
- b) European Assembly for Human Rights.
- c) European Court of Human Rights.
- d) European Commission of Human Rights.

**5) What is a natural human right:**

- a) the right to participate in political life.
- b) the right to life.
- c) the right to access to cultural life.
- d) the right to annual vacation.

**6) Actions that are considered degrading human dignity in accordance with the case law of the European Court of Human Rights are:**

- a) corporal punishment of underage people.
- b) detention in prison without proper conditions.
- c) keeping the accused handcuffed in a metal cage during a public trial of his case.
- d) all of the above answers.

**7) Dignity in the understanding of the European Court of Human**

**Rights is:**

- a) a property inherent in every person, regardless of age, social origin, gender, nationality, religion, etc.
- b) the opinion about the moral character of a person that has developed among others.
- c) self-evaluating feeling, experience of a person.
- d) duty and necessity to give an account of one's actions, deeds, to be responsible for their consequences.

**8) The right of a person to defend their rights in court, including the European Court of Human Rights, is:**

- a) a constitutional obligation.
- b) legal guarantee.
- c) the task of the European Parliament.
- d) moral norm.

**9) Where for did the idea of the need to establish the rights and freedoms of citizens appear for the first time:**

- a) in ancient Greece and Rome.
- b) in ancient Egypt.
- c) in ancient China.
- d) in ancient Mesopotamia.

**10) The European Court of Human Rights considers complaints only against actions:**

- a) public authorities.
- b) individuals.
- c) legal entities.
- d) all of the above answers.

**Link to the test in public access:**

<https://elearning.sumdu.edu.ua/works/9435/nodes/3462158#anchor3462158>

## Evaluation methods and criteria

The form of final control in the discipline is differentiated assessment.

### Evaluation criteria

5 (excellent)	A	Excellent execution with only a few minor errors	$90 \leq RD \leq 100$
4 (good)	B	Above average with a few errors	$82 \leq RD < 89$
4 (good)	C	Overall good work with some bugs	$74 \leq RD < 81$
3 (satisfactory)	D	Not bad, but with a significant number of shortcomings	$64 \leq RD < 71$
3 (satisfactory)	E	Execution meets minimum criteria	$60 \leq RD < 63$
2 (unsatisfactorily)	FX	It is possible to repeat the credit	$35 \leq RD < 59$
2 (unsatisfactorily)	F	A repeat course in the academic discipline is required	$0 \leq RD < 34$

### Control measures:

1. Tasks for discussions  $12 \times 3 = 36$  points.
2. Written works  $12 \times 2 = 24$  points.
3. Making a multimedia presentation (preparation, presentation, defense) - 10 points.
4. Intermediate modular control (test) = 30 points.

### **Methodical instructions for preparing a multimedia presentation**

The topic for the multimedia presentation is chosen by the student from the list of proposed ones, or it can be arbitrary in agreement with the teacher.

Preparation involves the student's independent processing of sources, study of the issue, formation of own conclusions and a concise and visual presentation of these conclusions in a multimedia presentation.

Presentation and defense takes place in a practical session, the topic of which is close to the report. The student can be asked clarifying questions by both the teacher and the students.

The assessment for this type of work includes an assessment of the quality of the processing of sources, the presence of analysis, generalizations, the quality of the presentation of conclusions on slides and their presentation during the defense.

Completion of this task without a presentation in a practical session and discussion is estimated at 10 points.

The presentation should reflect the student's attitude to the subject of discussion and/or identified problems of practical implementation.

The slides should contain only abstracts, key phrases and graphic information (drawings, graphs, etc.) - they accompany a detailed presentation of the speaker's thoughts. The number of slides should be no more than 8. There should be conclusions at the end of the slide. Presentation topics should not be repeated by students.

### **Topics of the presentation on the discipline**

#### **"Contemporary Values of European Integration and International Commonwealth"**

1. Council of Europe: general description of goals and structure.
2. Organization for Security and Cooperation in Europe (OSCE): General Description of Goals and Structure.
3. UN: history of creation and main activities.
4. Peaceful resolution of international disputes within the framework of the international community.
5. Responsibility within the framework of the international community.

6. Competence of the International Court of Justice.
7. Goals and strategies of the European Union at the present stage.
8. Historical aspects of the formation of the European Union.
9. The European Union and its organizational structure.
10. Problems and prospects of the European Union.
11. European values of formation and significance.
12. The Classification of human rights.
13. Promoting and protecting human rights as a priority for the European Union.
14. Pluralism as a value of EU law.
15. Tolerance as a value of EU law.
16. Democracy as a value of EU law.
17. Dignity, equality and non-discrimination as a value of EU law.
18. Rule of law as a value of EU law.
19. Peace and solidarity among peoples as a value of the EU.
20. The role of the UN in matters of international security.
21. European Convention for the Protection of Human Rights and Fundamental Freedoms and the practice of the European Court of Human Rights.
22. Goals and strategies of the European Union at the present stage.
23. Legal aspects of the activities of international non-governmental organizations.
24. Problems of international legal responsibility of states and international organizations.
25. Human rights in the European Union.
26. Ukraine and NATO: Prospects for Development of Cooperation.
27. International organizations and geopolitics.
28. Relations between Ukraine and the EU at the present stage.
29. Treaty as a tool for fixing the modern values of the international community.
30. Subjects of the international community.

### **List of recommended literature**

1. UN Charter of 1945. URL: [http://zakon.rada.gov.ua/cgi-bin/laws/main.cgi?nreg=995\\_010](http://zakon.rada.gov.ua/cgi-bin/laws/main.cgi?nreg=995_010)



2. Agreement Establishing the World Trade Organization URL: [https://zakon.rada.gov.ua/laws/show/995\\_342#Text](https://zakon.rada.gov.ua/laws/show/995_342#Text)
3. General Agreement on Tariffs and Trade (GATT 1947) URL: [https://zakon.rada.gov.ua/laws/show/995\\_264#Text](https://zakon.rada.gov.ua/laws/show/995_264#Text)
4. General Agreement on Tariffs and Trade (GATT 1994) URL: [https://zakon.rada.gov.ua/laws/show/981\\_003#n8](https://zakon.rada.gov.ua/laws/show/981_003#n8)
5. Charter of Economic Rights and Duties of States URL: [https://zakon.cc/law/document/read/995\\_077](https://zakon.cc/law/document/read/995_077)
6. Agreement on Textiles and Clothing (ATC) URL : [https://zakon.rada.gov.ua/laws/show/981\\_007#Text](https://zakon.rada.gov.ua/laws/show/981_007#Text)
7. Agreement on agriculture URL : [https://zakon.rada.gov.ua/laws/show/981\\_005#Text](https://zakon.rada.gov.ua/laws/show/981_005#Text)
8. The Agreement on the Application of Sanitary and Phytosanitary Measures URL : [https://zakon.rada.gov.ua/laws/show/981\\_006#Text](https://zakon.rada.gov.ua/laws/show/981_006#Text)
9. The General Agreement on Trade in Services (GATS) URL : [https://zakon.rada.gov.ua/laws/show/981\\_017#Text](https://zakon.rada.gov.ua/laws/show/981_017#Text)
10. Чубарєв В. Л. Міжнародне економічне право : підруч. / В. Л. Чубарєв. 2-ге вид. стереотип. Київ. : Юрінком Інтер, 2021. 368 с.
11. Тетарчук І. В. Міжнародне право : Навчальний посібник до іспитів -К. : "Центр учбової літератури", 2019 – 208с.

Електронне навчальне видання

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